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Enable Workable Report

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**Dobre praktyki
w aktywizacji zawodowej
osób niepełnosprawnych**

Człowiek – najlepsza inwestycja



Enable – Workable

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Maltese Situation

Statistics

The NSO (2009) statistics point out that in 2005 there were 21,040 Maltese citizens who had some form of long-term disability (NSO, 2009). More than half of these, were males (NSO, 2009).

Nonetheless, on the International Day of Persons with Disabilities, the NSO claimed that 10,291 persons in Malta were actually registered as having some form of disability (Malta Today, 2008). Out of these, more than six thousand persons were registered as physically disabled while a bit over two thousand were registered as having intellectual disabilities.

With regards to the latter, nearly 59% were registered among persons aged between seventeen and fifty nine years old (Malta Today, 2008). Visual and hearing disabilities were most predominant among persons over 60 years of age.

National Policy on Disabled Persons and Employment

In 2010, the National Commission for Persons with Disability (KNPD) published a national policy on 'Disabled Persons and Employment' (KNPD, 2010). Throughout this document the KNPD vows that since Maltese society believes in the dignity of each human being, there should be equal opportunities to persons with disability, particularly when it comes to employment.

Besides from putting forward the idea that people with disability have the right to participate within the labour market, the KNPD insists that the state should also have the "duty of creating an environment which is open to disabled persons and one

which is the least restrictive” (p. 4). In addition, this document also aims to eradicate all forms of discrimination against persons with disability. According to the KNPD (2010):

Statistics related to existing services in this sector in Malta, gathered in 2007, show that there are disabled persons who are currently benefiting from support to find and retain employment. However, these services are not enough and clearly more needs to be done.

Maltese Legislation

The policy also draws attention to the Maltese constitution which affirms that “every Maltese citizen has the right to work” (KNPD, 2010, p. 12). Maltese law also adheres that disabled persons should be educated and have the right to be trained for employment. Nevertheless, the KNPD (2010) also points out that according to the constitution, the articles are not “enforceable in any court, but the principles therein contained are nevertheless fundamental to the governance of the country” (p. 12). This policy mainly draws attention to the ‘Equal Opportunities Act’, ‘The Disabled Persons (Employment Act)’ as well as the ‘Social Security Act’.

The Equal Opportunities Act (2000) affirms that it is illegal to discriminate against a person with disability, even when it comes to employment. Employers are therefore encouraged to provide training and facilities which will help the person with disability at the place of work (Equal Opportunities Act, 2000). Moreover, “employers then cannot refuse to employ a person with disability if modifications to working conditions have been arranged or if the person could not carry a job which is not essential for that job” (KNPD, 2010, p. 13).

In addition, The Disabled Persons (Employment Act) asserts that the Employment and Training Corporation (ETC) should manage a register for persons with disability. Besides, companies who employ more than 20 people should have at least 2% of people with disability chosen from this register. According to this act, breaking these regulations should cause a fine of “€232.94, or imprisonment of not more than three months, or both” (KNPD, 2010, p. 13).

On the other hand, The Social Security Act states that there should be a non-contributory pension for those persons who cannot work because of their disability. According to this act, persons attaining this pension can continue to receive the

pension even if they receive another income, with the understanding that in all these benefits do not exceed the national minimum wage.

Education

In this policy, the KNPD also focused on people with disability and the education sector. The KNPD (2010) therefore aimed at collecting statistics about people with disability of 14 years and over from various schools, mainly St Dorothy Zebbug, St. Joseph Blata l-Bajda, St Joseph Sliema, The Archbishop's Seminary, Tal-Virtu, Stella Maris Colege Gzira, St Aloysius College B'Kara and St Michael Foundation (KNPD, 2010).

According to the gathered statistics, less than 3% of students attending the last two years of Secondary school are considered to have some form of disability. Out of these, 46% have intellectual disability, 18% have psychological impairment, 16% have unspecified impairment which often includes Dyslexia and Attention Deficit Hyperactivity Disorder (ADHD) (KNPD, 2010). In fact, in the past few years Malta has seen an increase in students having ADHD and Dyslexia. These students are normally provided with a Learning Support Assistant (LSA) which will help them during the lessons. The LSAs could either support these individuals on a one to one level or be shared with two or three students. The least common form of disability in this age group was those with hearing or visual impairment.

This policy also focuses on disabled persons attending post-secondary education mainly in Higher Secondary school, Institute of Tourism Studies (ITS), Junior College, St Aloysius College, and University (KNPD, 2010). According to the findings, less than 1% of students who attend post-secondary schools were registered as disabled. Therefore, after finishing their Secondary School the majority of people with disability are either registering for work, continuing some other type of training or to staying at home rather than to continue developing and advancing their studies in post-secondary schools. Persons with disability were normally offered vocational training by the Eden foundation, Richmond foundation and FITA which also offers computer literacy training.

Employment

Moreover, the ETC also provided two different schemes in order to support persons with disability: Bridging the Gap (BTG) and Work Start. While the latter only managed to support one person, the BTG supported sixteen persons which the majority of them had some sort of psychological impairment (KNPD, 2010). Nevertheless, once employed disabled persons must aim to maintain employment. Therefore, persons with disability are normally offered support either in the form of personal assistance, job coaching, follow up from professionals, transport arrangements etc. The KNPD (2010) states that in 2007, 93 persons with disability were provided some form support at work.

This policy also highlights the importance of having disabled persons employed within the public sector. According to the information gathered by the KNPD (2010), in 2007 347 people with disability were registered to work in this sector. However, according to the KNPD (2010) the public sector does not have 2% of its workers who are disabled persons. This contradicts the legislation put forward by the government itself to employ at least 2% of disabled people. The KNPD (2010) however also acknowledged that there might be the case in which other people with disability are working within the public sector and are not listed within the ETC's disabled persons register. More than half of these persons with disability have physical impairment and the least are those having hearing or visual impairment. There are also more disabled men who work at the Public sector than women (KNPD, 2010).

Nevertheless, the KNPD (2010) asserts that some persons with disability still may find it rather difficult to enter the world of work, even though they are given some type of support. These should therefore be given either individualized or community-based services. According to the KNPD (2010), however, these types of services should be restricted only to those people who cannot work. Such services are normally provided by the Ministry for Social Policy through Agenzija Sapport. The amount of

disabled persons who receive this type of service amounts to 490 persons (KNPD, 2010).

Moreover, the KNPD (2010) claims that those people who for some reason cannot work and have never paid social security are still eligible to the noncontributory pension. This pension is normally given to those with severe physical, hearing or visual impairment.

Rights not Charity

In 2007, the KNPD published another document entitled 'Rights not Charity'. This document acknowledges that in the past few years, the benefits, services as well as voluntary organizations for disabled persons in Malta and Gozo have significantly increased. In addition, this also adheres that Maltese citizens are generally willing to help out and be of any kind of assistance for those truly in need, including people with disability.

The title of this publication actually puts forward the idea that rather than showing pity or giving out donations, our society should aim at providing rights for persons with disability. As "the way we do an act of charity, and the way we look at a person who receives charity, may make the difference between a gesture of love and solidarity and one that is cold and indifferent" (KNPD, 2007, p. 6). Rights will therefore provide more opportunities and ultimately facilitate persons with disability to achieve their goals and reach their full potential.

Medical Model vs. Social Model

The KNPD (2007) points out two different viewpoints with regards to persons with disability; the Medical and the Social Model. The Medical Model mainly perceives persons with disability as the problem. In this way, disabled persons put pressure on society. Therefore “disabled people have to adapt themselves to the circumstances around them and not the other way round” (KNPD, 2010, p. 14). This type of perception encourages pity towards those who are indifferent. In such view, one would compare the disabled with the ‘normal’ and thus focus on what the former cannot do. In fact, the KNPD (2007) points out that the Medical Model perceives disabled persons as those who cannot hear, see, walk, speak, be employed etc.

On the other hand, the Social Model offers an opposite view of disability. This focuses on the person as an individual rather than as the disability itself. The Social Model acknowledges that often various obstacles in society themselves put people with disability at a disadvantage not the disability itself. Such examples are inaccessible buildings, transport, negative attitudes etc. Therefore “the Social Model stresses what reduces the negative effects created by socially-constructed barriers for disabled people and emphasizes what provides a good quality of life” (KNPD, 2010, p. 15).

The Media

In this publication, the KNPD (2007) acknowledges the influence of the media on our society even when it comes to representing people with disability. The issue of disability normally generates some form of attention. The KNPD (2007) points out that:

There needs to be a distinction made between terminology that may invoke pity towards a disabled person, or which may lessen a person's dignity, and that which is more correct, and portrays first and foremost the disabled person as a whole person who warrants respect.

Such programmes and adverts might encourage the idea of the Medical Model of disability, thus portraying such persons as needing constant help and being totally dependent on society. The Broadcasting Authority and the KNPD published a 'Code of Practice about Disability and its Presentation in Broadcasting'. According to the KNPD (2007) this code should generate the perception of the Social Model of disability as it focuses on the responsibilities of broadcasters and encourages them provide an inclusive picture of persons with disability within the media.

Language

In this document, the KNPD (2007) also puts emphasis on the language which people normally use to refer to persons with disability. This document therefore aims at encouraging the use of positive language, which respects and does not offend people with disability. The KNPD (2007) affirms that:

Language is constantly developing. It is important for us to update our use of language not only to be 'politically correct' but to communicate in a more effective and respectful manner. What we say and write may increase a disabled person's dignity or, alternatively reflect negative attitudes.

In fact, the KNPD (2007) published the following tables which point out the words which are often used to describe persons with disability while at the same time suggests other phrases which are more respectful:

Rights, not charity

Here are some phrases which can help us when we talk about disabled people:

Unacceptable
Language

- Poor thing
- Victim
- Less fortunate
- People who are most in need
- Unfortunate
- Suffers from....
- Angels
- Physical challenge
- The invalid
- Dear...
- Love
- “Children”
(used for adults)

Debatable
Language

- Disadvantaged person
- People with different abilities

Acceptable
Language

- Disabled person
- Person with disability

Reasons

Patronising and negative language which removes a person’s dignity. The accepted form is the term used by all constituted international bodies (the United Nations, the European Union, etc.).

- Make them happy

- Include them

To make disabled people happy implies that they are unhappy and we are going to do something for them, something they cannot do themselves.

- Patient

- Client

- Disabled person
- Person with disability

Disabled person is not necessarily sick.

- People with special needs

- Disabled person
 - Person with disability

The needs of a disabled person are the same as everyone else's. Everybody has a need or another.

- Disabled
- Handicapped
- Maimed

- Person with disability

We should emphasise the person first.

Unacceptable Language

- Blind
- Deaf
- Dumb
- Stammers
- Lamé
- Cripple
- Invalid
- Suffers from...
- He has...
- Where did you find the courage?
- Normal person
- Healthy person
- Whole person

Debatable Language

- So called “normal” person

Acceptable Language

- Visually impaired person
- Blind person
- Hearing impaired person
- Deaf person
- Person who communicates with signs
- Person who cannot speak
- Person who stammers
- Disabled person
- Person who uses a walking stick
- Person with disability
- She has...
- Non-disabled person

Reasons

We should emphasise the person first.

We should emphasise the person first. People whose first language is Sign Language prefer “Deaf person”.

Focus on the person first, not on what s/he is.

Focus on the person first, not on what s/he is.

Focus on the person first, not on what s/he is.

Say what condition the person has.

Ordinary things do not become extraordinary because disabled people do them.

Who is normal?
In the context of disabled persons, we should try to avoid using the word “normal”.

Rights, not charity

Unacceptable

Language

- Parking for the handicapped
- Parking for the disabled
- Wheelchair-bound
- Wheelchair case
- Paraplegic
- Quadriplegic
- Victim of CP
- Spastic
- Epileptic
- Mad
- Crazy
- Psycho
- Stupid
- Was locked up
- Lunatic
- Mentally unstable
- Mental home
- Lunatic asylum
- Retarded
- Stupid
- Brainless
- Ignorant
- Backward
- Simple minded
- Foolish

Debatable

Language

- Paraplegic person
- Quadriplegic person

Acceptable

Language

- Reserved parking for disabled persons
- Person who uses a wheelchair
 - Wheelchair user
- Person who is paraplegic
- Person whose legs and arms are paralysed
- Person who has cerebral palsy
- Person who has epilepsy
- Person with mental health difficulties
- Mount Carmel Hospital
- Intellectually impaired person

Reasons

- Emphasise the person not the disability.
- A wheelchair is a means of mobility.
- Focus on the person first not on what s/he is.
- Focus on the person first not on what s/he is.
- Focus on the person first not on what s/he has.
- Language which offends and reduces a person's dignity.
- Language which offends and reduces a person's dignity.
- Language which offends and reduces a person's dignity.

Unacceptable Language	Debatable Language	Acceptable Language	Reasons
<ul style="list-style-type: none"> • Mongol 		<ul style="list-style-type: none"> • Person who has Down Syndrome • Person with Down Syndrome 	Language which offends and reduces a person's dignity.
<ul style="list-style-type: none"> • Dwarf 		<ul style="list-style-type: none"> • Person of short stature 	Focus on the person first.
<ul style="list-style-type: none"> • Defect from birth 		<ul style="list-style-type: none"> • Impairment from birth 	Language which offends and reduces a person's dignity.
<ul style="list-style-type: none"> • Carer • Helper 		<ul style="list-style-type: none"> • Support Worker • Personal Assistant 	Negative language that emphasises dependence.

So what can we call them?

Friends, colleagues, fathers, mothers, grandparents, brothers and sisters, Mrs Calleja, Paul, Maria's husband, my wife, student, worker, the DJ, the player

**This table is based on the KNPD's (2007) publication Rights, not Charity: Guidelines towards an inclusive society and a positive difference in the lives of Maltese and Gozitan disabled people.*

Etiquette

The commission acknowledges that normally people feel somehow unsure on how to address or offer help to a person with disability (KNPD, 2007). This document therefore offers guidelines on etiquette and mainly how one could communicate or help a person with disability. Nevertheless, it is important to understand that there are different degrees of disabilities; for instance not all people with hearing impairment do not hear completely thus not all people with this type of impairment require the same amount of support.

Additionally, when it comes to persons with intellectual disability, the KNPD (2007) states that one should offer assistance by asking the person himself while at the same time one should never speak to this person in a childish manner. In addition, while communicating with a person with hearing impairment, one should keep in mind to use body language, to speak slowly, to pronounce the words correctly, and make use of writing or pictures if necessary (KNPD, 2007). On the other hand, when dealing with visually impaired people, one may need to introduce himself, ask politely whether the person wants need to be guided, or perhaps inform them if there are steps or any changes on the pavement (KNPD, 2007).

Institutions in Malta

Inspire – The Foundation for Inclusion

Inspire is a non-profit and non-governmental organization that leads the way in providing therapeutic, education and leisure services to persons with disabilities in Malta and Gozo. There is a big focus on creating equal opportunities for all to ensure that everyone's potential and abilities are addressed.

The aim is to improve the inclusion of people with disabilities in schools, in the community and in the workplace with the best professional expertise and innovative methods, to suit the needs of the individuals. The vast majority of Inspire's services are provided for free or are heavily subsidized through a combination of fundraising, social enterprise, public funding and the generosity of our corporate benefactors.

Inspire “draws on 38years of experience from two of Malta’s leading NGO’s... and provides a holistic range of programmes and services to children and adults with disability, and to champion their inclusion and equal opportunities in civil society”.

Inspire provides services to over 1000 babies, children, teens and adults having different potential and abilities. We promote the abilities of everyone being helped, focusing at all times on the needs of the individuals and their families.

Educational Programmes

STEP

Step (Structured Training and Education Programme) is accredited by the National Autistic Society UK. It supports children with the skills necessary for full participation in their school and community.

This programme provides intensive specialized training, education and support to allow a child to develop his/her full potential and level of independence appropriate for his/her age. In addition to this, it also provides assistance and support to ensure full inclusion at school and within the community.

The programme works hand in hand with a group of professionals: occupational therapists, speech and language pathologists, the psychologist and the child's tutor. Their commitment and cooperation play a major part in the child's progress. Parents are also an integral part of their child's assessment and teaching, constantly providing information about their child's needs, behavior, interests and dislikes as well as voicing their own concern and priorities for their child.

PACES

This programme (Parent and Child Educational Service) is tailored to meet the individual needs of persons with intellectual disabilities from birth throughout school age. It addresses the needs of the individual and revolves around him/her, their parents, carers and family.

STAR

The STAR programme caters for children between the ages of 0 and 16 with brain injury & physical disabilities. It provides intensive specialized therapies, education and support allowing the development of each child's full potential and level of

independence. STAR also provides assistance and support to ensure full inclusion at school & within the community.

ADULT TRAINING PROGRAMME

The main aim of the programme is the attaining self-realization through the fulfillment of each individual's aspirations and capabilities. The goals and objectives include the following:

- Increasing self care skills and promoting the physical and emotional wellbeing of the client
- Developing healthy relationships with significant others in the person's life
- Through adequate assessments and monitoring of achievements, identifying not only potential difficulties but mainly the client's strengths and potential
- Demonstrating such competencies and abilities, enhancing personal and interpersonal skills and promoting further learning
- Respecting each individual's needs and aspirations and relating to him/her as a dignified individual.

The programme has 2 main streams:



The **Community Involvement** stream aims at providing persons with disabilities opportunities for integration into the community and better quality of life through age appropriate physiological, social, recreational, domestic and self care activities.

Further to the above, the **Independent Skills Training** aims at the promotion of self-determination, equal access, peer role modeling, personal growth and empowerment.

The **Employability Training Course** supports the social and professional inclusion of people who have difficulty accessing the labour market, through vocational training in future oriented occupations acting as a strategic partner for employers, families and other social actors promoting quality of life at work.

Therapeutic Services

The Therapeutic Centre is built around five core tasks:

- enabling people with a disability to enjoy a wide range of sensory experiences for therapy, learning, relaxation and fun
- promoting and enhancing independence in the client's own environment and in the community
- providing psychological assessment and behavioural support within the programme, as well as at mainstream schools and in the family environment
- providing physiotherapy assessment and devise customized therapies for each individual
- developing creative skills

Clients make use of the following services within the therapeutic centre.

Multisensory Therapy

The Multi Sensory Theatres are specifically designed environments, which enable people with a disability to enjoy a very wide range of sensory experiences for

therapy, learning, relaxation and fun. The concept is to create events which focus on particular senses such as touch, vision, sound, smell, taste and movement. These theaters offer a unique service, free of charge to clients having special needs, whether physical, intellectual, emotional or behavioural.

Occupational Therapy

The aim of occupational therapy within Inspire is to promote and enhance independence in the client's own environment and in the community.

Occupational therapy practitioners are skilled professionals who typically work as one of the trans-disciplinary team working with all individuals at the Foundation. Liaison with the other team members, especially the key-workers, is essential. They deliver a wide range of services to children and people who experience a variety of physical, psychosocial and psychological problems that lead to a limited functional performance and decreased life satisfaction. Furthermore therapy aims to better the lives of individuals who have problems related to atypical development and other disabilities that hinder their level of independence.

Psychology

The Psychology Department at Inspire provides psychological services to all the Programmes at Foundation. A psychologist is attached to every programme within the Foundation. The work of the psychologist includes:

- assessment and diagnosis of children on referral to the Foundation
- regular assessment of children prior to review in order to monitor their progress and the effectiveness of the intervention being offered
- consultation in the drawing up of goals for the forthcoming year
- consultation in the planning of the Individualised Educational Programme as well as ensuring that programme activities are implemented correctly and efficiently

- behavioural support within the programme
advice and support for parents
- training of staff
- liaison with schools

Physiotherapy

This is a service offered to all programmes. On assessment, all clients requiring a physiotherapy assessment are referred to the physiotherapist and an individual physical plan is developed.

In certain programmes, physiotherapy is an essential service and is offered on a regular basis including a physiotherapy service in the home. In other programmes where physical limitations are not the main issue, advice and monitoring by the physiotherapist is done where indicated.

Creative Therapy

The Creative Arts and Psychotherapy Department seeks to bring about durable, positive change in the direction of physical, emotional and social well-being and to assist the child achieve his/her potential. The Dept. of Creative Arts and Psychotherapy at Inspire offers the following sessions:

- Art (children & adults)
- Pottery (children & adults)
- Crafts (children & adults)
- Percussion (beginners)
- Percussion (advanced)

All the sessions are integrated, including clients of Inspire, as well as siblings, friends and others interested in percussion and/or art.

Speech and Language Therapy

SALT stands for Speech and Language Therapy. This Department is run by professionals specialised in speech and language development. It includes the provision of guidance, diagnostic assessment, intervention, support and information for both clients and carers, in collaboration with other professionals working with the individual and prevention programmes. Therapeutic activities vary according to the nature of the need and the client group.

Therapeutic Horseback Riding

Therapeutic riding can be beneficial to many people with special needs. The most obvious and often the most immediately recognizable benefit is physical, because riding is a very physical activity. The horse provides a dynamic base of support, making it an excellent tool for increasing trunk strength and control, balance, building overall postural strength and endurance, addressing weight bearing and motor planning. Equine movements offer well-modulated sensory input to vestibular, proprioceptive, tactile and visual channels. The effects of equine movement on postural control, sensory systems and motor planning can be used to facilitate coordination and timing, grading of responses, respiratory control, sensory integration skills and attention skills. Equine movement can be used to facilitate the neurophysiologic systems that support all of our functional daily living skills.

KNPD

The KNPD (National Commission Persons with Disability) is an organisation driven to create an inclusive Maltese society which would enable persons with disability to maximize their quality of life and live life to their full potential. Their aim is to ensure equal opportunities are given to people with disabilities and strive for the reduction of any form of discrimination towards them or their families. They also offer support and any necessary aid or assistance.

The KNPD was officially founded in 2000 and has since then had a great impact on persons with disabilities, their families and the perception of the Maltese society. They have achieved this by raising awareness on the abilities and potential of persons with disabilities battling against discrimination, prejudice or other negative attitudes which emerge from stereotypes. By working with the person having a disability, their family voluntary bodies and policy makers, they identify their needs, promote policies, encourage research and cooperate with local and international entities to achieve their goals; as well as monitor government initiatives and propose changes in the law.

The KNPD is constructed of not less than 14 members; 7 of whom are appointed as representatives of the Ministries for Social Policy, Labour, Health, Education, Housing and Economic Planning; whereas another 7 are appointed by the Prime Minister from among the persons who best represent voluntary organisations working in the disability field. The KNPD is bound to have a composition of

at least 50% of its members being persons with disability or family members of people with mental disability;

have an equal ratio of men and women

the Chairman and deputy Chairman must be persons with a disability or family members of people with mental disability.

Below are some of the services offered by the KNPD:

- Special Identity Card and the Register for Persons with Disability
 - *Issues a Special Identity Card (SID) for persons with disability*
- Assistive Apparatus Service
 - *Advice and financial help to persons with disability and their families – enabling persons with disability to buy equipment which may lead them to live more independently*
- Wenzu Dalli Resource Centre
 - *A resource centre with books, periodicals, DVDs and CDs about this sector which is open to the public*
- Disability Issues Programme
 - *Talks and courses focusing on the social aspect of disability and on the way in which disabling barriers are constructed by society*
- PEKTUR Programme
 - *Providing limited financial support concerning continuous education, training and research within the disability field, by disabled individuals registered with KNPD*
- Equal Opportunities Compliance Unit
 - *Promoting equality of opportunity and implementing the provisions of the Equal Opportunities Act (Persons with Disability); investigating allegations of discrimination on the basis of disability*
- Independent Living Services
 - *KNPD makes recommendations to departments concerned for certain benefits*

Deaf Association Malta

The Deaf People Association represents around 400 deaf people in Malta and are members of the European Union of the Deaf (EUD) and the World Federation of the Deaf (WFD).

The association aims to ensure that deaf persons are granted equal opportunities to lead an independent and fruitful life by pressuring Maltese authorities raising awareness in society. Their aims also extend to spreading information on the existing support available to Deaf people as well as seek out international organisations or entities with similar aims to encourage knowledge sharing.

Below are some of the activities the association is involved in:

- European Day of Languages
- Deaf Club Social Night
- Awareness Walks
- Deaf News in Maltese Sign Language
- Maltese Sign Language Mass
- Deaf Film Project
- Awareness Seminars
- Deaflympics 2013

Dar tal-Providenza

Dar tal - Providenza was founded in 1965 with the aim of providing an intimate, family-like environment that would allow people with disabilities who could not live with their family members to reside in.

Dar tal - Providenza has around 100 residents between the ages of 9 and 80 years residing within their 3 villas and another small residence. It costs around 3.5 million euro to run the home; relying entirely on the generosity of its benefactors, public donations and through fundraising events such as: Fun walks; Donations from governmentally set up activities; Donations from religious groups; Sports Marathons and activities; Wedding Souvenirs and so on.

Dar tal - Providenza offers respite services as well as well as support residents in community involved activities. Residents continue to attend special or mainstream jobs, day centres, jobs within the home or outside and other community based activities.

Richmond Foundation

Established in 1993, the Richmond Foundation is a Non-Governmental and Non-Profit Making Organisation that offers the necessary support to individuals suffering from mental illness. They strive to combat stigma and raise awareness in the Maltese society. Richmond Foundation does so by providing residential and day community based rehabilitation facilities, housing support as well as employability training for people suffering from mental illness; thus promoting self-help development and creating more awareness within society.

At least one member of the Board of Trustees within the organisation needs to have used mental health services or have a family member who does. The foundation also heavily relies on the generosity of its benefactors as well as public donations.

Breaking Limits

In 2011, Breaking Limits commenced with the idea of organising break dance classes for children and young adults with mixed abilities. Having started with just 16 break dancers, they began their mission through the Malta Arts Fund and held their dance classes at the Inspire Foundation. Since then, they've continued to grow and have tried to provide more awareness to society and give a voice to persons with disabilities. The NGO now organizes sports and arts events targeted for people with mixed abilities – giving them the stage to show the world their abilities and to be proud of them.

Training

ETC Training

The Adult programme at Inspire offers an ETC training course for those individuals with intellectual disabilities who are over 16 years of age. This course is free of charge as it is subsidized through ETC.

Mainly, this programme aims to develop the personal, compensatory and employability skills which will eventually facilitate clients to advance their education level and eventually find employment. These clients are normally grouped according to their level of education and skills. Each group attends three days per week for five hours each day. A tutor will be assigned to each group which normally consists of four or five clients. The sessions provided compromise of Personal Development, Compensatory Skills which involves basic literacy training in Maltese, English and Numeracy sessions along with the Employability Skills training.

In the Employability Skills training, clients are supported to learn basic computer skills and to search for employment vacancies through the internet. This also facilitates clients to make realistic vocational choices for employment based on their individual strengths and abilities.

This component also provides clients work experience both inside and outside Inspire. Within the Adult programme, clients who are attending this course normally have some sessions at the workshop where clients will be asked to assemble Playmobil toys, count wipes, stick barcode labels on sprays and so forth. On the other hand, clients are sometimes also offered to have a work experience outside Inspire thus at the place of work itself.

Agreement

This course is provided due to an agreement between the ETC and the Inspire foundation. The title of this project is 'Employment for all' and the main purpose of this agreement is to provide specialized and personalized services to persons with intellectual disabilities to enhance their employability.

Due to this agreement, Inspire has to design and organize training programmes by experienced or academically qualified people. This training programme has to comprise of 720 hours for each client. Inspire is also responsible to provide support even after participant is placed in employment. It also has to provide Monthly Progress Reports to the ETC, keep detailed accounts of project-related costs and issue fiscal receipts and invoices to the corporation for any request of payments.

On the other hand, the ETC provides funds and mainly subsidises the project by a sum not exceeding 117.300 euros per annum. The ETC therefore pays 720 hours of training for every client. It also pays the foundation for job placements and Follow-on support. The initial 90% of this sum will be paid for each client who completes 520 hours while the remaining 10% will be paid after 24 months in employment. The ETC is also responsible for the salaries and expenses of all staff who are involved in this project. This corporation is also in charge to refer 24 individuals per annum. In any case that a client drops out of the programme in the first three months, the corporation has the right to refer another client. The ETC also has to provide the Bridging the Gap Scheme (BTG) for the maximum period of 160 hours.

Job Coaching and Follow-on Support

Job Coaching is provided when the individual is placed in gainful employment which lasts approximately two or three months. The participant is therefore supported by a tutor which is responsible to coach the participant on the job. The tutor will have to see that the participant performs the work up to the standards expected by the employer. Once the participant can cope independently, the tutor starts to decrease his/presence at work until the employee is capable to do the work independently.

On the other hand, the Follow-on support consists of periodical visits to the employees on their respective jobs. The objective of this support is to help the employee on his job and anticipate or support the client if any problems arise at the place of work. During such visits, the Follow-on support workers also discuss the participant's performance directly with the supervisors or managers.

Forms used by Staff

Initially, when clients are referred to by the ETC and show interest to attend this programme, an Initial Assessment is held. Clients are therefore given out basic worksheets in Maltese, English and Numeracy and asked to complete them normally without the help of the tutor. This would provide a brief idea of the competences of the clients and it will also enable us to group them with other clients who share the same level of education. This sheet is included within the Appendix section.

Throughout the course, however the tutor is responsible to fill in various forms such as the Session Recording Sheet and the Job Recording Sheet which involves a list of jobs which the client has applied for. The Work Experience Sheet is normally done by the clients themselves, where they simply have to write down each time they had a work experience at the workshop.

The Progress Report is also filled in by the tutor every few weeks and its main aim is to record the progress of each client; for instance with regards to behavior, literacy,

employability skills and so forth. Other sheets such as the Incident Report are filled in by the tutor when the client has either performed or was involved in an unacceptable behavior. At the end of this course, a final assessment will be held where the clients' progress with regards to literacy and personal development skills are recorded. By the end of this course, the tutor also holds a meeting with the parents and the client himself and asks them to fill in an evaluation sheet which can also be found at the Appendix section of this report. The evaluation sheet mainly aims to provide feedback about this course.

Employment

United Nations

The Universal Declaration of Human Rights states that “everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment” (United Nations, 2013, Article 23).

In addition, the Convention on the Rights of Persons with Disabilities (CRPD) provides detailed guidelines which help state parties to include persons with disability within the employment market. The CRPD declares that the state should prohibit any type of discrimination against persons with disabilities at the place of work, as well as to protect their rights with regards to the conditions, health and safety at work. (United Nations, 2006). It also encourages the implementation of policies and incentives in order to promote the employment of persons with disabilities within the private sector, self-employment as well as in the public sector (United Nations, 2006).

The United Nations (2006) also asserts that states should “Promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment”.

EU Situation

The European Union is currently being faced with higher unemployment and the lowest employment figures since the onset of the crisis, according to the EU Employment and Social Situation Quarterly Review. So much so, the Social Economy

and Social Entrepreneurship – Social Europe Guide Vol. 4 publication indicates that the unemployment rate is historically high (10.8%).

Types of Employment

Employment can come in various forms and not all people with disabilities are ready to take on the same employment settings at the same time. Below are some of the employment settings that one may come across:

Open Employment is the term used to define employment in the open labour market in which job coaching and follow-on support is provided.

Assisted Employment is employment in open work settings where continuous on-the-job support is provided.

A **Work Gang** is a group of people providing services in various employment settings upon request.

Sheltered Employment is an accredited, occupationally-oriented facility that employs persons with disabilities.

Employment Training Centre (ETC)

The ETC aims at increasing the employability potential of job seekers by providing training recommending policies, implementing initiatives, offering assistance to employers in recruitment and training as well as promoting workforce development.

The ETC offers specific services to people who are in disadvantaged situations and therefore find it more difficult to enter the labour market. These are:

- Persons with disabilities
- Former substance abusers
- Former prison inmates
- Workers who have been out of the labour market for more than 5 year and

- Other people with different social problems

The ETC offers a number of services to the above individuals to help direct them into the labour market:

ETC Register of Disabled Persons (RDP Register)

This is basically an assessment for an occupational therapist to identify strengths and weaknesses. This assessment will then be of good use to the Employment Advisor who will help match the clients potential with the available vacancies.

The persons on this register are divided into the following:

- Persons with Intellectual Disability
- Persons with Physical Disability
- Persons suffering from Mental Illness

Training Courses

Such training courses are offered for clients with different disabilities and are tailor-made to accommodate the individual's particular needs. Clients having intellectual disability or mental illness can also benefit from the corporate agreements ETC has with Inspire Foundation and Richmond Foundation where specialized Employment training is provided and funded by ETC.

Former substance abusers, former inmates and Individuals with other social issues are also supported by being assigned an Employment Advisor who helps them to formulate their Personal Action Plan together as well as counseling services. Former substance abusers receiving rehabilitation services from Caritas and Oasi can also benefit from training and work experience opportunities to enhance their employability skills.

Job Coaching and Learning Support Assistance

This service is open to RDP jobseekers requiring further assistance either while on the job or during the training courses.

Community Inclusive Employment Scheme

This scheme is open to individuals registering for work that have a disability and who are seeking to enter employment. This scheme is open to:

- Jobseekers
- Local Councils
 - Local councils are eligible to benefit from this scheme and can have up to 1 or 2 persons on the scheme depending on the amount of councilors. The participants can be on full or part time.

The maximum employment period in the scheme is 3 years with payment based on the national minimum wage, worked on a pro-rata basis in accordance to the number of hours worked.

Community Work Scheme

This scheme provides people who have been unemployed for a long time, the opportunity to undertake community work under the direction of Local Councils, NGOs and Government entities. The aim of this is to enable them to obtain further skills, improve their employability and their chances of finding employment, on completion of such an experience through improving their work ethic.

Local Councils, Non Governmental Organisations and Government entities may apply for persons to carry out work in their locality or organisation,

- on a thirty-hour week basis
- or a period of not less than six months, that can be renewed.

The jobseekers participating in this scheme will have their unemployment benefit raised to 75% of the stipulated National minimum wage (excluding other social benefits), for the duration of their participation.

The scheme allows participants to give something back to the community while at the same time doing something which will be of benefit to the community.

Bridging the Gap Scheme

This scheme offers jobseekers a period of work exposure with an employer to enable him/her to demonstrate the skills needed for a particular job. Registered disabled persons, former substance abusers, former prison inmates and individuals with other social cases can all benefit from this scheme.

The scheme is designed to support the client in the transition period from unemployment to employment, allowing the employer to evaluate the performance of the trainee in the workplace, prior to proper engagement.

It commences with a period of exposure of the trainee with the employer to demonstrate the skills required for a particular job. The employer and ETC enter into an agreement regarding the work exposure period, whereby a client/trainee is placed on the scheme with the prospect of employment.

Amongst many benefits, the potential employee will gain workplace skills required by employers and have access to employment opportunities. The client will also receive a weekly allowance of 80% of the minimum wage from ETC.

There are also benefits for the employer in that, the employer can select and interview the candidate, as well as evaluate his/her progress throughout the placement phase. The employer will be free from obligation such as National Insurance contributions, wages and sick leave benefits. The employer will also have the support of the ETC officials throughout this work-exposure phase.

Social Enterprise

There is a growing importance on the aspect of social cohesion which can be resulted from employment and social growth. The aim of the EU Lisbon Agenda is to become the most competitive and dynamic knowledge based economy in the world capable of sustainable economic growth; with more and better jobs; and increase social cohesion. This helps us to continue combating and eliminate social exclusion.

Social Enterprises are organizations with a social mission – that apply commercial strategies to achieve social change by facilitating the lives of disadvantaged people. Social Enterprises generate their income through the service they provide and continuously reinvest any profits back into the organization. The aim is to retain the social benefit and there is a focus on goal rather than income. The main idea circulates around the fact that profit for the organization will ultimately result in profit for society. It is thus the pursuit of social goals through business activity.

Some organizations having social aims are the following:

Cooperatives: Businesses or other organizations that are owned and run jointly by its members who share the profits or benefits

Associations: A group of people organized together for a joint purpose

Mutuals: This is generally composed of members who do not contribute to the capital of the company by direct investment but derive their right to profits and votes through their customer relationship.

Foundations: A foundation is a legal categorization of non-profit organisations that will typically either donate funds and support to other organisations, or provide the source of funding for it's own charitable purpose.

Cooperatives

These are:

“An autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise”

(International Cooperatives Alliance, 1995)

Cooperatives enable social and economic difficulties to be overcome and thus enhance the ability and success of disadvantaged groups. They contribute to Socio-Economic development, support employment growth and sustain a balanced distribution of wealth.

Empower

Everyone has the right to develop their fullest potential, irrespective of what that might be. A major part of being involved and forming part of the society one lives in is through work and employment. Work very often defines us and our ‘roles’ within society - giving us a sense of belonging and identity.

Unemployment remains a major concern in many EU member states, with a rise in the rate of job seekers and long-term unemployment an increasing phenomenon. In Malta, it is even more of a problem for disadvantaged groups and people at the margin of the Maltese labour market to find work. Thus Empower focused on identifying job opportunities for vulnerable people who are often sidelined from the workforce with their potential going untapped.

Research has shown that around 86% of persons with disabilities are ready to enter the working world if given the opportunity to. With this in mind, Empower focuses on identifying the aptitudes of people with learning disabilities or intellectual disabilities, who would like to work, organize training for them and act to facilitate their employment with third parties in suitable posts.

In the year 2000, Maltese legislation adopted the Equal Opportunities act, in an attempt to ease the process of employment of vulnerable groups, primarily those adults with disabilities. Yet legislation alone is not enough to create new opportunities for persons who have specific abilities and potential, and who also require particular support and dedicated expertise. As a result, many persons with intellectual or learning disabilities cannot find work that suits them or that they enjoy.

Young adults with intellectual disabilities face various difficulties when attempting to further their education and training as well as trying to find and retain a job. They constantly face difficulties with communication, in social interaction, with movement and coordination as well as with knowledge management. People with disabilities have been identified as one of the groups facing higher risk of poverty, social exclusion and discrimination. The problems these groups experience are translated into homelessness, unemployment, low education, and subsequently, their further exclusion from society. Unavailable service, lack of specific experience and lack of adequate training programs make the educational system not always geared to deal with individual special needs.

Empower was therefore created with the aim of providing job opportunities for persons who are often excluded from the workforce. Adults and adolescents with learning or intellectual disabilities have a lot of potential which is under-utilized by society. Empower's aim is to find ways of 'empowering' these individuals to become more independent by identifying their aptitudes, organizing training for them and acting to facilitate their employment with third party groups. Integrating

people into society and giving them a productive activity that allows them to generate income for themselves increases their financial independence, moving away from unemployment and dependency on family or state.

Indeed financial independence comes with gainful employment. However, Empower's aims extend further by training its employees for several months under a partnership with Inspire and the Employment and Training Centre (ETC). According to The National Action Plan for inclusion 2004 – 2006, 'One of the issues related to employment that arise in terms of social inclusion is the need to improve the skills of the unemployed'.

At the start of training, the trainee would be assessed to identify the areas that require working on and the skills already present that could be applied to job tasks. Following the assessment, trainees undergo job skills training in disciplines like basic administration or food handling. Training involves the enhancement of a wide range of social skills, the teaching of the value of money and respect for superiors. Such training enhances their independent living skills, occupational skills and provides them with the tools they need to cope and flourish in a working environment.

So far, Empower has been of great success - having two supported employment set-ups in big organizations in Malta, and other individual employees working in organizations around the island. Empower is continuously working towards improving the training that employees are receiving and creating new opportunities for employment growth.

So much so, MSV Life chief executive officer David Curmi expressed how the back office team adds value to the operation with its perfectionist work ethic and good manners. MSV Life has a team of 10 persons with intellectual disabilities, engaged through Empower. "We always sought to engage a full team," Mr Curmi explained. "We were determined to integrate its members into our wider team and to develop their superb skills. Some functions of the business are dependent on the team now

as its contribution adds significant value. We have entrusted it with our filing system – a critical function to the operation – which contains more than 110,000 files. The team members have remarkable sequencing and numeracy skills and the system is complex.”

Yet with the satisfaction from the employer, comes the satisfaction and enthusiasm from the employee. Alexia Wetz is one of 8 employees working at Playmobil, through Empower. “When I found this job, I was so happy that I burst out crying with joy!” Alexia explained. Alexia is proud of the work she does and is pleased to be contributing to society.

Empower believes in inclusion. Thus it seeks to increase the supply of job opportunities through service agreements with companies and businesses with the aim to create a sustainable business model that will provide secure and long term employment for persons with disabilities.

Empower trains its future employees under a partnership with Inspire, the foundation for Inclusion and The Employment and Training Centre (ETC). Thus the employees are trained for around 11 months by tutors that are expert in the field of disability. Trainees are assessed at the start of their training and at the end to accurately identify their potential and key skills areas. Throughout the 11 months of training, trainees work on various areas such as employability skills (focusing on work experience, understanding the role of an employee, organizational values etc), personal development (encompassing the traits we are to adopt on a personal level relating to employment) and other compensatory education skills such as money handling, time management, reading of contracts etc.

Once a trainee is in employment, the tutors ensure that a smooth handing over is made such that the trainee is well prepared and trained for his new role. At that point, the trainee can perform his job tasks independently with little or no assistance from his/her tutor. The tutor, with experience and knowledge in the field of

disability, provides Job Coaching or Follow-on support to maintain the relationship and communication with the employee. This ensures that there is a good balance from both the employer's and the employee's end. Acting as a mediator between the two, ensures that the expectations of the employer are understood and met by the employee. Likewise, that any concerns or difficulties that the employee might have are brought to light and looked into. Training is also offered to the members of staff working with person having a disability. This helps his/her colleagues to understand the person better, the difficulties he/she may face and what could be done to facilitate/resolve certain issues.

In this way, employees are supported throughout their employment for as long as is necessary thus ensuring that their life in employment is kept strong.

Case Study

Daniel is 24 years old and has Downs' Syndrome. A couple of years ago he was employed at a factory that produces electronics. He was mainly concerned with filing within the purchasing department. The HR manager that employed him was a family friend.

Daniel was treated as being a special employee. He was a very outgoing and cheerful person, thus the employees were often lenient with him, joked a lot with him and let him get away with things he should not have been doing (coming to work late, calling himself the manager and not getting his work done).

Over the months management changed and the HR manager who had already recruited him no longer worked there. The new management wanted to take action. After some months, they called in Inspire to try to tackle this situation. Inspire worked with Daniel, to try to change the perception of him being a manager and to focus his attitude on getting his work done. By this time, the attitude was hard to change.

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Appendix

CURRICULUM FOR ETC TRAINING COURSE

✓ PERSONAL DEVELOPMENT (THEORETICAL COMPONENT – 108HRS)

Admissions pack, dress policy + setting ground rules	4.25hrs
1. Who am I? Rights, responsibilities, values + disability awareness	8.5hrs
2. Getting to know each other	4hrs
3. Training Objectives: what do I want to learn?	4.25hrs
4. Personal Care	8.5hrs
5. Healthy Living	8.5hrs
6. Self esteem	8.5hrs
7. Types of relationships	8.5hrs
8. Bullying	8.5hrs
9. Stress	8.5hrs
10. Emotions	8.5hrs
11. Assertiveness, Self Advocacy & Anger Management	8hrs
12. Listening, Receiving & Giving Feedback	7hrs
13. Conflict management	8.5hrs
Revision and evaluation	4hrs
Supervised Socialisation	108hrs

✓ EMPLOYABILITY SKILLS (THEORETICAL COMPONENT – 108HRS)

1. Introduction: what is work/job/voluntary work?, why work: adv/disadv?	7.5hrs
2. Types of jobs	7.5hrs
3. Definition of terms	8.5hrs
4. Values at work (discrimination, answering to authority, team work, accountability)	8.5hrs
5. Being a good employee (appropriate social conduct, relationships at work, rights & responsibilities, balancing quantity & quality)	12hrs
6. Job searching strategies (ETC website, newspapers...)	12hrs
7. Personal hygiene / dressing appropriately for work	7hrs
8. Preparing for an interview	12hrs
9. Compiling a Curriculum Vitae; Euro pass Filling in application + application letter	12hrs
10. Health and safety	8.5hrs
11. Harassment	8.5hrs
Revision and evaluation	4hrs
Employability Skills practical component	108hrs

✓ **COMPENSATORY EDUCATION**

Initial Meetings, Assessment, Review	6hrs
Transport Training	18hrs

✓ **Literacy – Maltese (60hrs)**

1. Increase Vocabulary
2. Recognition of simple signs and words
3. Simple sentence construction
4. Use of Punctuation (capital letter, full stop, comma)
5. Letter writing
6. Looking up information
7. Conversation
8. Functional Comprehensions

Revision and evaluation (4hrs)

✓ **Literacy – English (60hrs)**

1. Increase Vocabulary
2. Recognition of simple signs and words
3. Simple sentence construction
4. Use of Punctuation (capital letter, full stop, comma)
5. Letter writing
6. Looking up information
7. Alphabetical Order
8. Conversation
9. Functional Comprehensions

Revision and evaluation

✓ **Numeracy (60hrs)**

1. Recognition of numbers
2. Counting, addition, subtraction, use of calculator
3. Value of numbers
4. Money recognition and value
5. Handling right amount of money, calculating and expecting change
6. Recognition of time (analogue & digital)
7. Time Span (days of the week, months, seasons, structure and orientation in a day)
8. Check recognition of colours

Revision and evaluation (4hrs)

✓ **Computer use (72hrs)**

Introduction	8hrs
<ul style="list-style-type: none">- Hardware and software- Using the computer- Working with windows- The start menu	
Using Microsoft Word	20hrs
<ul style="list-style-type: none">- Basic typing of text/document- Text editing (undo, copy, cut & paste, bold, italics, underline, font size, font type, insert symbol)- Text formatting (page orientation, line spacing, spell check, word count)- Saving a document- Printing a document	
Using Microsoft Power Point	10hrs
<ul style="list-style-type: none">- Inserting text- Inserting pictures- Preparing a simple slide show	
Using Microsoft Excel	14hrs
<ul style="list-style-type: none">- Creating a spreadsheet- Data inputting- Understanding that the programme can compute formulas	
Using Internet and email	16hrs
<ul style="list-style-type: none">- Exploring the WWW- Getting started on the WWW- Searching the web- Internet Security- Creating an email account- Sending and receiving emails	
Revision and evaluation	4hrs

Initial Assessment: Numeracy Component

▪ **BASIC NUMERACY**

In the space below, write numbers up to 50

Circle the biggest number in each row

2

9

16

30

87

21

101

113

Work out the sums below

$$2 + 2 = \underline{\hspace{2cm}}$$

$$5 - 3 = \underline{\hspace{2cm}}$$

$$8 + \underline{\hspace{2cm}} = 8$$

$$8 + 2 - 3 = \underline{\hspace{2cm}}$$

$$4 + 1 + \underline{\hspace{2cm}} = 10$$

- *MONEY RECOGNITION*

1. Write the value of the coins below













Write the value of the notes below



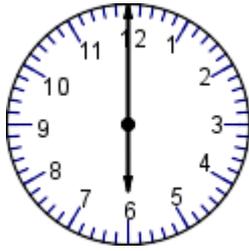
- *MONEY CALCULATIONS*

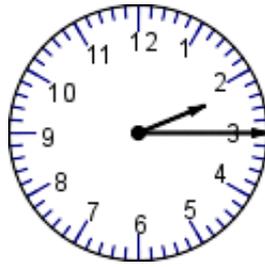
Martin is going to Valletta by bus. The ticket costs 47 cent. How much change will he get if he pays with 50 cent?

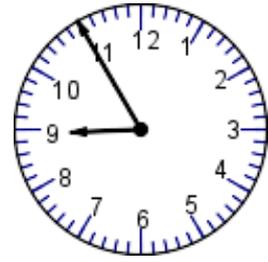
Paul bought a book that costs €6.00. How much change will he get if he pays with €10?

- *TIME*

Write the time in analogue (words) and in digital





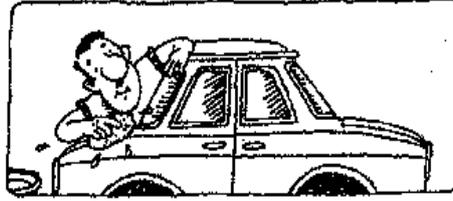
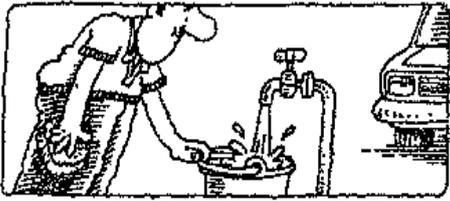


How long will it take to have a shower?

20 minutes or 2 hours

It is 2 o'clock. What time will it be in 4 hours?

Describe what you can see in the pictures



Write the correct letters in the empty boxes

a			d	e			h	
---	--	--	---	---	--	--	---	--

j	k			n		p		r
---	---	--	--	---	--	---	--	---

s			v			y	
---	--	--	---	--	--	---	--

Please read the following words carefully

the up he you box
at said out jump fish

one	cup	wood	bird	clock
ring	water	window	men	light
oil	ship	running	dig	money
paper	gate	knock	heel	skin
coat	carpet	brick	thin	building

Please read the sentences below

I work with a man called John.

John is from Malta.

He is tall. He has black hair. He has dark skin.

He has brown eyes.

He works hard.

Circle right or wrong

John is from Malta.

Right

Wrong

John is short.

Right

Wrong

He has blue eyes.

Right

Wrong

He works hard.

Right

Wrong

He has black hair.

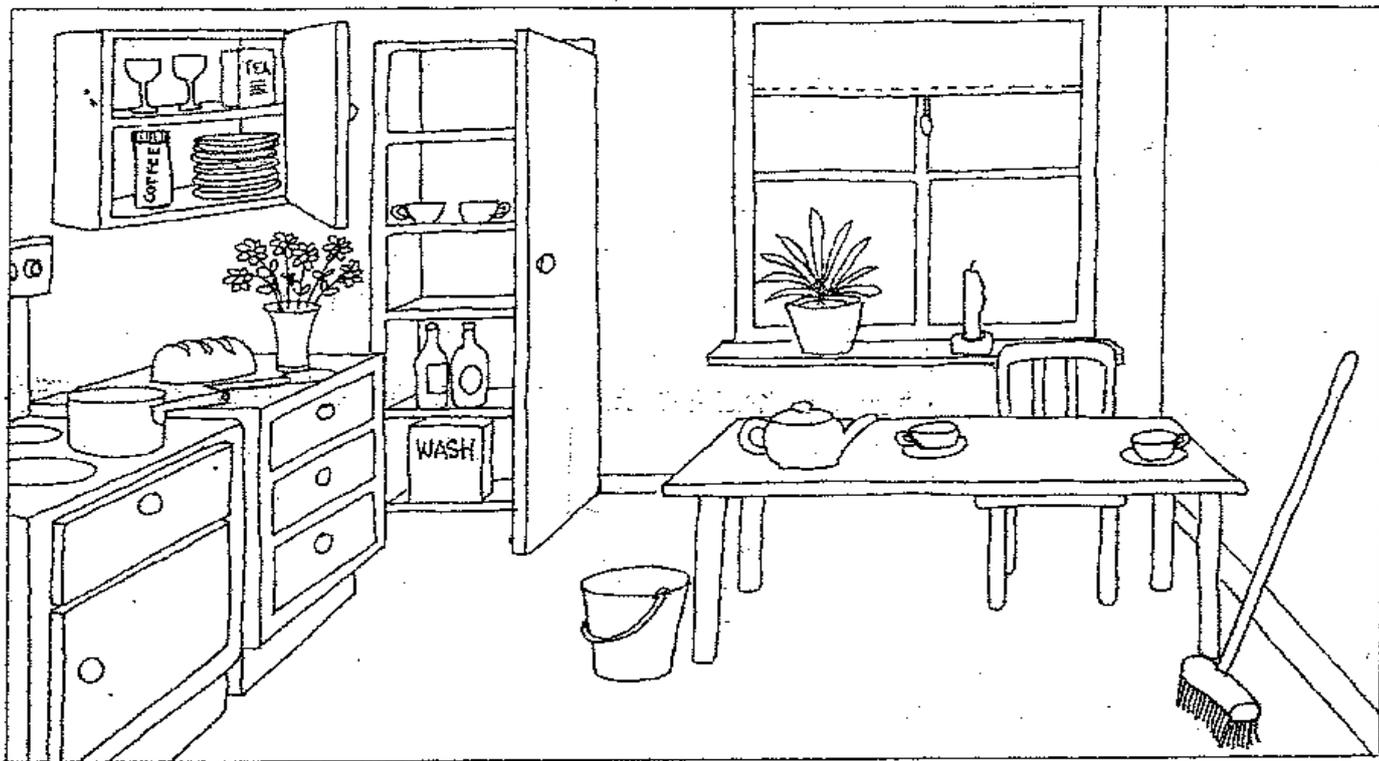
Right

Wrong

Title: _____



Iddeskrivi x'qed tara f'din l-istampa



Ikteb l-ittri li jmiss fil-kaxxi l-vojtja

a			d	e		g		gh	
---	--	--	---	---	--	---	--	----	--

h	i		j	k	l		n		
---	---	--	---	---	---	--	---	--	--

q	r		t	u		w	x		z
---	---	--	---	---	--	---	---	--	---

Aqra dan il-kliem li gejj

ballun	kelb	rota	vapur	serduk
ma	ħuta	xi	papra	dan
ziju	ikel	jum	ġera	ftit
nixtru	tibda	nagħga	ejjew	zewġ
għoli	langas	taħt	tubu	glorja
blat	tħares	bziezaq	bhejjem	qagħad

Aqra dawn is-sentenzi

Anna għandha tletin sena u toqgħod il-Birgu.

Kuljum tmur ix-xogħol bil-karozza.

Meta ma tkunx ix-xogħol, tieħu gost issajjar u taqra.

Il-Birgu hija belt qadima ħafna.

Fiha hemm ħafna monumenti u mużewijiet.

Aghmel ċirku madwar tajjeb jew ħazin

Anna toqgħod il-Marsa.

Tajjeb

Ħazin

Hija tmur ix-xogħol bil-karozza.

Tajjeb

Ħazin

Anna tħobb tgħum.

Tajjeb

Ħazin

Il-Birgu hija belt ġdida.

Tajjeb

Ħazin

Fil-Birgu hemm ħafna monumenti.

Tajjeb

Ħazin

PASSPORT TO EMPLOYABILITY

Please read the following words carefully

the	up	he	you
box			
at	said	out	jump
fish			
one	cup	wood	bird
clock			
ring	water	window	men
light			
oil	ship	running	dig
money			
paper	gate	knock	heel
skin			
coat	carpet	brick	thin
building			
tail	travel	babies	writing
climb			
collect	early	piece	piano
whistle			
invite	guest	electric	enormous
shoulder			
wreck	favour	supplies	encounter
universal			

ceiling character	generation	environment	rough
avenue audience	experience	radiant	statue
curiosity boisterous	obscure	diameter	chaos

Aqra dan il-kliem li ġej

ballun serduk	kelb	rota	vapur
ma	ħuta	xi dan	papra
ziju ftit	ikel	jum	ġera
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jmisshom għajnejh	jičħadli	xekkiek	ibidu
frugħat ħenjin	setgħetx	ħdejha	imeximxu

MARKING SHEET

1. Tell me something about yourself as a person

Aware of self, understands concept of character and qualities	
Requires prompting to speak about self	
Shows no understanding of the concepts	

2. What is the difference between a stranger, an acquaintance and a friend? Give examples

Good definitions and examples	
Requires prompting to define stranger, acquaintance and friend	
Shows no understanding of the concepts	

3. What is the meaning of a family?

Understands the structure and role of family in society	
Has a basic understanding of what constitutes a family	
Can mention the members of a family	

4. What qualities are important in a friend?

Loyalty, trust, respect, sincerity, etc	
Friendly, goodlooking, kind, helpful, etc	
Unable to identify relevant qualities	

5. How is a relationship with a friend different from a relationship with a boyfriend/girlfriend?

Makes a clear distinction between the two types of relationships	
Distinction is unclear or very basic	
Shows no understanding of the difference	

6. What important things should you consider when making friends with someone?

Identifies important things to consider when making friends	
Has a basic understanding of what to consider before making friends	
Shows no understanding of what one should consider when making friends	

7. Mention one thing you know how to do well. Describe how you learnt to do it

Can think about the processes going on behind learning	
Identifies different learning processes	
Shows no understanding of learning processes	

8. Describe three different situations which evoke different emotions in you. How do these emotions effect your behaviour?

Identifies and labels emotions correctly	
Has a basic understanding of emotions	
Does not understand the relevance of emotions	

9. What is self-esteem?

Good defintions and examples	
Requires prompting to define self-esteem	
Shows no understanding of the concept	

10. What is stress?

Good defintions and examples	
Requires prompting to define stress	
Shows no understanding of the concept	

11. What emotions and symptoms are associated with stress?

Can appropriately link stress to emotions and symptoms	
Can make basic associations	
Does not make connections between stress and other emotions or symptoms	

12. How do you cope with stress?

Adequate coping skills	
Has basic coping skills	
Cannot cope with stress or adopts unhealthy coping strategies	

13. How do you resolve conflict?

Adequate coping skills for conflict resolution	
Has basic coping skills	
Does not know how to resolve conflict/ adopts a destructive attitude	

14. What is feedback? Give an example of constructive feedback and negative criticism

Good and insightful examples	
Good and simple examples	
Incorrect examples	



Parent Evaluation Sheet; Employment Training

With the aim of continually improving the service we are giving to our clients we are gathering feedback from you as parents or relatives of our clients. Please, try to be as honest as possible in your replies. Your answers will be considered on a group level, with the main objective being understanding where and in what ways things need to change and improve.

Alison M Scicluna, Adult Training Programme Manager

Course Content

How satisfied were you with the material that was covered during the course?

<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Bad</i>

Comments & Suggestions:

Work Exposure

How satisfied were you with work exposure opportunities organised?

<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Bad</i>

Comments:

Staff

How satisfied were you with the service provided by the staff during the course?

<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Bad</i>

Comments:

How satisfied were you with the availability of staff to discuss issues during the course?

<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Bad</i>

Comments:

Parental Involvement

How satisfied were you with the level of parental involvement during the course?

<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Bad</i>

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Comments:

Do you feel that your queries were answered and your opinions or problems were heard and understood?

<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Bad</i>

Comments:

Suggestions

Kindly list any suggestions for improvement that you may have.

Final Comments

Would you recommend this course to family or friends? Why?

Thank you for taking the time to fill in this evaluation sheet. Your feedback is greatly appreciated because it will help us to continue developing and improving our program in the



Trainee Evaluation Sheet

Course Content

1. Did you find the material covered during the course interesting and useful?

Yes		No	
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2. Which area/areas did you find enjoy the most?

Discussion sessions	
Cooking session at the flat	
Compensatory Education (Maths, Maltese & English)	
Computer skills	
Employability skills	
Social Activities & Outings	
Days at the gym	

□ **Course Structure**

Did you like the way the lessons were planned throughout the day?

Yes		No	
-----	--	----	--

□ **Staff**

1. Did you get along with the members of staff?

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Yes		No	
-----	--	----	--

2. Did you like the way they delivered the lessons?

Yes		No	
-----	--	----	--

3. Did you find help and support when you needed it?

Yes		No	
-----	--	----	--

Comments:

□ Suggestions

Please write down any suggestions that you have which will help us improve the course.

□ **Final Comments**

Would you recommend this course to your friends?

Yes		No	
-----	--	----	--

How would you rate this course?

<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Bad</i>

Comments:

Thank you for taking the time to fill in this evaluation sheet. Your feedback is greatly appreciated because it will help us to continue developing and improving our program.